



# PROFESSIONAL TEACHING DIPLOMA

Level 4

Course Information Booklet





# **PROFESSIONAL TEACHING DIPLOMA**

## **Course Information Booklet**

Level 4

*Reviewed and updated May 2025*

### **Teaching Resources Overview**

You can download all teaching materials from the Members Platform on our website:

[www.i-path.org](http://www.i-path.org)

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***Professional Teaching Diploma Course Information Booklet***

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# Welcome

Welcome to International Performing Arts & Theatre (I-PATH), your global partner in performing arts education. From London to the world, we offer Ofqual-regulated exams and professional courses, nurturing talent across dance and theatre. With a commitment to training and innovation, I-PATH is more than an exam board - we're a community offering endless other opportunities that will enhance teaching and learning.

## Welcome from Dr Adam Tate – Director of Education, I-PATH

Welcome to the I-PATH Level 4 Professional Teaching Diploma - a course designed to support and celebrate your transition from performer or practitioner to confident, qualified teacher. Whether you're just beginning your teaching journey or have been delivering classes for some time, this course is here to help you refine your skills, build your confidence, and gain formal recognition for the work you do.

As Director of Education at I-PATH, I work closely with our Course Lead, Sarah Jessup, to shape and support the content and delivery of this programme. I also contribute to the development of teaching materials and ensure that your learning experience is grounded in current, inclusive, and relevant approaches to education.

We believe that teaching is both an art and a responsibility, and this course is designed to equip you with the tools to inspire, lead, and support your learners. I'm excited to welcome you into the I-PATH community and look forward to seeing the impact you'll make as an emerging educator in the performing arts.



Best Wishes  
**Dr Adam Tate**

# Course Overview and Key Information

## Summary of Course and Qualifications

- Level 4 qualification designed for current and aspiring performing arts teachers
- Delivered over 42 weeks (September to July), with approx. 1.5 hours per week and breaks during Winter and Spring
- Includes around 60 guided learning hours
- Covers how people learn, teaching methods, curriculum design, inclusive practice, safeguarding, and safe teaching
- Option to add bolt-ons in specific I-PATH syllabuses such as Classical Ballet, Jazz, Tap, Acting, or Singing. Bolt-ons are delivered through 4 syllabus-specific webinars covering all grade levels (Entry to Level 3)
- All assessments are submitted online and marked by external examiners
- Graduates receive two certificates:
  - The RSL Level 4 Professional Diploma in Teaching (Ofqual-regulated)
  - The I-PATH Associate Teaching Diploma (Independently regulated)
- Specialist certificates also awarded for completed bolt-ons
- Includes access to free teaching resources
- Available online, in-person, or hybrid depending on your region
- Occasional guest seminars hosted in the UK and internationally, with live-streaming for remote learners

# Fees and Bursaries

## Course Fees – Simple Breakdown

**Total Cost: £1,850**

Here's what's included:

- **Course Tuition:** £1,050
  - Covers 42 weeks of teaching, support, and webinars (just £25 a week).
  - You can choose to pay this in full at the start of the course, or spread the cost with weekly, monthly, or flexible instalments through a payment plan that suits your budget.
- **Enrolment Fee:** £420
  - One-off fee to register for the course
  - This fee is due at the time of enrolment.
- **I-PATH Subscription:** £50 per year
  - Gives you access to hundreds of teaching resources
  - Renews yearly unless you cancel
  - This fee is due at the time of enrolment.
- **Final Exam Fee:** £330
  - Paid directly to RSL Awards for marking and certification
  - This fee is payable upon completion of the course.

## Optional Bolt-On Fees

Bolt-ons are optional add-ons to the Level 4 Teaching Diploma for candidates who wish to specialise in one or more I-PATH Graded Syllabuses, such as Classical Ballet, Jazz, Tap, Singing, or Acting. These are ideal for teachers who want deeper training in specific subjects and plan to deliver I-PATH graded exams in those areas.

You can choose to study one bolt-on or several – it's entirely up to you and your teaching goals.

Each bolt-on includes 4 separate webinars, with each webinar lasting up to 6 hours. The cost is £75 per webinar, making the total cost per bolt-on: £300 per subject

Examples:

- Choose Classical Ballet only → Total bolt-on fee: £300
- Choose Acting and Singing → Total bolt-on fee: £600

These fees are in addition to the main course tuition as stated above, and bolt-ons can be added at the start or later during your studies.

# Fees and Bursaries

## Bursaries

I-PATH offers part bursaries to help support learners in specific circumstances. These apply to course tuition fees only and do not cover the enrolment fee (£420), I-PATH subscription (£50), or final exam fee (£330).

Here's a breakdown of who qualifies and what you'll save:

### Young Achiever Bursary – 50% Off

**Who it's for:** Ages 15 to 18 who have completed a Grade 8 regulated qualification (from any exam board, not just I-PATH).

**What you save:** 50% off course tuition: **Save £525**

**Total cost:** £1,325

### Low-Income Bursary – 35% Off

**Who it's for:** Ages 19+ with a total annual income below £15,000.

**What you save:** 35% off course tuition: **Save £367.50**

**Total cost:** £1,482.50

### Active I-PATH Teacher Bursary – 25% Off

**Who it's for:** Teachers currently submitting £1,000+ in I-PATH exams per year, either personally or through a school they own/teach at.

**What you save:** 25% off course tuition: **Save £262.50**

**Total cost:** £1,587.50

All bursary discounts apply only to the £1,575 tuition fee. Enrolment, subscription, and exam fees are paid separately.

## Bolt-On Bursaries

I-PATH also offers bursaries on bolt-on units for eligible learners. These discounts apply to the £300 bolt-on fee per subject, and just like the main course bursaries, they're here to make specialist training more accessible.

Here's a breakdown of who qualifies and what you'll save:

### Young Achiever Bursary – 50% Off

50% off each bolt-on: **Save £150 per subject**

Total bolt-on cost per subject: £150

### Low-Income Bursary – 35% Off

35% off each bolt-on: **Save £105 per subject**

Total bolt-on cost per subject: £195

### Active I-PATH Teacher Bursary – 25% Off

25% off each bolt-on: **Save £75 per subject**

Total bolt-on cost per subject: £225



# Introduction

## The Value of an I-PATH Teaching Qualification

At I-PATH, we believe that high-quality training should be open and accessible to all performing arts teachers – whether you're just starting your teaching journey or have years of experience.

Our Professional Teaching Diploma (Level 4) is a nationally recognised qualification awarded by RSL Awards and regulated by Ofqual (the official qualifications regulator in England). This means it's a government-recognised teaching qualification on the Regulated Qualifications Framework (RQF). It's also recognised in Wales, Northern Ireland and Scotland through their respective regulators.

While the qualification itself is awarded by RSL, the training and support throughout the course are delivered by I-PATH. That means you'll benefit from our performing arts expertise, friendly support, and flexible approach to learning.

When you complete the course, you'll receive two qualifications:

1. The RSL Level 4 Professional Diploma in Teaching (Ofqual-regulated)
2. The I-PATH Associate Teaching Diploma (Independently regulated)

This gives you both official recognition and practical teaching credibility in the performing arts world.

If you want to specialise in a certain area, you can also choose to add optional bolt-ons in your chosen syllabus – such as Classical Ballet, Acting, Singing, or Musical Theatre. These are ideal for teachers who want to go deeper into their subject and work towards teaching I-PATH graded exams.

## Why This Booklet Is Important

This booklet gives you all the key information you need about the I-PATH Level 4 Teaching Course, including:

- **What the qualification is and how it's officially recognised:** We explain how it's regulated by Ofqual and awarded by RSL, so you know it's a proper, government-recognised teaching qualification.
- **What the course covers:** You'll get a clear picture of the topics you'll study, how the course is structured, and what's expected at each stage.
- **How you'll be assessed:** We explain the different ways you'll show what you've learned – whether it's through written work, teaching demonstrations, or practical tasks.

Whether you're new to teaching or already experienced, this booklet is here to help you understand what the course involves, what support you'll get from I-PATH, and how to succeed.

## Qualification at a glance

Qualification Title	Guided Learning Hours (GLH)	Total Qualification Time (TQT)	Credit Value
RSL Level 4 Professional Teaching Diploma	60	1000	100

## Assessment

<b>Form of assessment</b>	<p>All of your work will be marked by external examiners or your course tutor – so it's fair and unbiased.</p> <p>You'll be asked to complete a mix of practical teaching tasks (to show what you can do) and written or spoken work (to show what you understand about teaching).</p>
<b>Unit format</b>	<p>Each part of the course, known as a unit, includes all the key details you need to understand what you'll be learning and how you'll be assessed. For every unit, you'll find the unit title and code, the level (Level 4 is the same as first-year university level), how many study hours it involves, and how many credits it's worth. You'll also see a clear explanation of what the unit is about, what you need to learn, how your work will be marked, and what kind of evidence you'll need to provide – such as lesson plans, teaching videos, or written reflections. This structure helps keep everything straightforward and easy to follow.</p>
<b>Assessment bands</b>	<p>There are three levels you can achieve in each unit: Pass, Merit, and Distinction, depending on how well you do. If your work doesn't meet the standard for a Pass, it will be marked as Below Pass 1 or Below Pass 2. (The Safe Teaching unit is slightly different – it's either Pass or Below Pass only, with no Merit or Distinction.) Your final overall result for the course will also be graded as Pass, Merit, Distinction, or Unclassified. To successfully complete the qualification, you'll need to get at least a Pass in every part of the course.</p>
<b>Evidence Limits</b>	<p>There are suggested limits for how much written or video/audio work you should submit for each task – this helps keep things clear and manageable. You don't have to hit the exact word or time count, but it's a good guide for how much is expected to show you've learned what you need to. If needed, you can go slightly over the limit – up to 20% more is allowed for all types of evidence.</p>
<b>Quality Assurance</b>	<p>To make sure everyone is assessed fairly and to the same standard, some candidate work is checked again through a process called sampling and re-assessment. This helps keep everything consistent. All the examiners who mark the work are external (they don't work for I-PATH) and are specially trained and checked by RSL to make sure they're marking in line with national standards.</p>

# 1. Qualification summary

## 1.1 What the Qualification Aims to Do

The Level 4 Professional Teaching Diploma is designed to help performing arts teachers grow their skills and move forward in their careers. It builds on the knowledge gained through graded exams and gives you the tools to become a confident, well-rounded teacher.

The main aims of the course are to:

- Help you progress from practical exam experience into professional teaching
- Support you in developing real-world teaching skills, knowledge, and understanding of how people learn
- Prepare you for further study or leadership roles in education, such as studio management or advanced teaching qualifications

This qualification is ideal for those who want to turn their performing arts experience into a recognised teaching career.

## 1.2 About the Level 4 Professional Teaching Diploma

The Level 4 Professional Teaching Diploma has been designed for people already working in the music or performing arts world, whether you're teaching, performing, directing, or choreographing. It builds on the skills developed through RSL's graded exams and focuses on real-life teaching and industry experience.

This qualification is flexible and accessible. You can study at your own pace, fitting your learning around your work and other commitments. The tasks you complete are based on your own teaching or professional practice, making the course feel relevant and personal to your journey.

The course follows a progressive mastery approach, helping you build confidence as you go, and aims to be both challenging and enjoyable for anyone passionate about teaching in the performing arts.

## 1.3 What Will Be on Your Certificates

When you complete the course, you'll receive:

A certificate that says: **RSL Level 4 Professional Teaching Diploma** – this is your official, Ofqual-regulated qualification.

An additional certificate from I-PATH that says: **I-PATH Associate Teaching Diploma** – this recognises your teaching qualification within the I-PATH community.

If you've chosen to add any bolt-ons (extra modules in a specific I-PATH syllabus like Classical Ballet, Acting, Singing, etc.), you'll also receive a separate certificate for each of those areas.

These certificates show the range of skills and specialisms you've developed and can help you stand out when applying for teaching work or setting up your own classes.

## 1.4 Post-Nominals You Can Use

Once you've successfully completed the course, you're entitled to use professional letters after your name to show your qualifications:

**AssocRSL** (Teaching) – this shows you've achieved the Level 4 Professional Teaching Diploma awarded by RSL.

**AssocIPATH** – this recognises your Associate Teaching Diploma with I-PATH.

These post-nominals can be used on your CV, business cards, email signature, and promotional materials to show your professional status as a qualified performing arts teacher.

## 1.5 Entry Requirements

To take part in the Level 4 Professional Teaching Diploma, **you must be 18 years old or over by the time you complete the course**. After you register, you'll need to upload a scanned copy of your passport, birth certificate, or other official ID to confirm your age.

There are no formal entry requirements, which means anyone can apply. However, this course is best suited to people who have already reached a Grade 8 level (or equivalent) in their chosen subject – like dance, acting, singing, or music. You don't need to have a Grade 8 certificate, but you should already be working at that level in terms of skills and knowledge.

It's also helpful if you've had some teaching experience, even informally, as the course includes units where you'll need to show real examples of your teaching in action.

## 1.6 Who This Course Is For

The Level 4 Professional Teaching Diploma is roughly the same level of difficulty as the first year of a university degree, but it's shorter and more focused on practical teaching skills.

It's ideal for people who are already working in dance, acting, singing, music, or other performing arts, and who have built up their skills to around Grade 8 level or equivalent. You don't need an actual certificate, but you should already be performing or working at that standard before starting the course.

This course is a great fit if you're ready to take your teaching to the next level and want a recognised qualification to support your career.

## 2. Unit summary

### 2.1 Unit Overview

Code	Unit title	GLH	TQT	Credit Value
PTD401	Understanding Learning	20	300	30
PTD402	Safe Teaching	10	200	20
PTD403	Planning, Facilitating and Evaluating Learning	20	300	30
PTD404	Assessment	10	200	20

## 3. Assessment information

### 3.1 How the Course Is Assessed

The Level 4 Professional Teaching Diploma is assessed remotely, which means you don't need to travel or attend in-person exams. Instead, you'll submit all your work online.

You can choose to submit your assessment evidence unit by unit, or wait until you've finished everything and submit it all at once. To complete the full Diploma, you'll need to submit work for four units in total.

All of your work will be marked by external RSL examiners – these are trained professionals who don't know you personally, so the marking is fair and unbiased.

### 3.2 Qualification Grade

Unit	Element	Pass	Merit	Distinction
Understanding Learning	Understanding approaches	12 – 14 out of 20	15 – 17 out of 20	18+ out of 20
	Understanding inclusive practice	12 – 14 out of 20	15 – 17 out of 20	18+ out of 20
	Understanding learners	12 – 14 out of 20	15 – 17 out of 20	18+ out of 20
	Reflection	7 – 8 out of 12	9 – 10 out of 12	11+ out of 12
Safe Teaching	Assessing risk	Pass*	N/A	N/A
	Managing safe practice	Pass*	N/A	N/A
	Reflection	Pass*	N/A	N/A
Planning, Facilitating and Evaluating Learning	Planning	12 – 14 out of 20	15 – 17 out of 20	18+ out of 20
	Teaching techniques	12 – 14 out of 20	15 – 17 out of 20	18+ out of 20
	Communication	7 – 8 out of 12	9 – 10 out of 12	11+ out of 12
	Evaluation	7 – 8 out of 12	9 – 10 out of 12	11+ out of 12
Assessment	Planning	12 – 14 out of 20	15 – 17 out of 20	18+ out of 20
	Assessment	12 – 14 out of 20	15 – 17 out of 20	18+ out of 20
	Evaluation	7 – 8 out of 12	9 – 10 out of 12	11+ out of 12
Total Marks		60%+	75%+	90%+

To successfully achieve the Level 4 Professional Teaching Diploma, you must get at least a Pass in each of the four units included in the qualification.

\*One of these units is called Safe Teaching, and it's slightly different from the others. It can only be graded as Pass or Below Pass – there is no Merit or Distinction. To pass this unit, you must meet all three learning outcomes.

If you don't pass every unit, you won't be able to achieve the full qualification – so it's important to meet the required standard in each part.

### 3.3 Retaking a Unit Assessment

If you don't pass a unit the first time, don't worry – you're allowed one more chance to resit that unit (there will be an extra charge). But you'll need to redo the whole unit, not just the parts you didn't pass.

All resits must be finished within 15 months from when you first signed up for the course. That gives you plenty of time, but it's best to apply for a resit within two weeks of getting your result, so everything's still fresh in your mind.

Once you apply for a resit, you'll have three months to complete and submit your new work for that unit.

If you take a resit and still don't pass – or if you want to try the entire course again – you'll need to start from the beginning, register again, and submit brand-new work for all units.

### 3.4 Guide to referencing

It is advised that all referencing utilises the Harvard style:

<https://www.mendeley.com/guides/harvard-citation-guide>

### 3.5 Plagiarism

Plagiarism means copying someone else's words or ideas and pretending they're your own, without saying where they came from.

When you submit work for this qualification, it must be your own original work. If you use any research, quotes, or ideas from books, websites, or other people, you must give credit and say where the information came from.

RSL will check your work for plagiarism. If any is found, you'll fail that part of the course, and it will be treated as serious misconduct. RSL may carry out an investigation and could apply further penalties if needed.

So, always make sure your work is genuine and properly referenced.

### 3.6 Artificial Intelligence

Using AI Tools – What You Need to Know

You should avoid using artificial intelligence (AI) tools (like ChatGPT or similar) to create your work. However, if you do use any AI help, you must be completely honest and transparent about it.

This means you'll need to include:

- The exact prompts you typed into the AI tool
- An explanation of how you used the AI's response
- Proper references showing that the content came from an AI source

Important: You are not allowed to use AI for any parts of the course that involve personal reflection. These sections must come from your own thoughts and experiences.

If you use AI and don't clearly show how and where you used it, it could be treated like plagiarism.

### 3.7 Evidence limits

Each unit has a recommended limit for how much work you should submit – either in words (for written work) or minutes (for audio/video). You can choose to submit just one type or combine them however you like.

For example, in Unit PT401, you could submit:

- 2,000 words of written work, or
- 14 minutes of video/audio, or
- A mix – like 1,000 words and 7 minutes of video

You can split the total however it suits you, as long as it adds up to the right amount.

Also, the word count only applies to the main part of your written work – it doesn't include things like appendices, tables, or references.

### 3.10 Quality assurance

#### **Fair and Consistent Marking**

To make sure everyone is assessed fairly and to the same high standard, RSL uses a process called objective sampling and re-assessment. This means that some work is checked more than once to make sure the marking is accurate and consistent.

All the examiners who assess your work are external professionals. They are specially trained and standardised by RSL, following strict guidelines, so that every learner is treated equally no matter where or how they study.

#### **Referencing Your Work**

If you use ideas, quotes, or information from books, websites, or other sources, you must include clear references in your work. This shows which sources you used and helps avoid plagiarism.

All RSL examiners are trained to check references properly, in line with RSL's official procedures.



## 4. Candidate Access and Registration

### 4.1 Access and registration

This qualification is open to anyone who has the potential to meet the required standards. There are no unnecessary barriers, and we're proud to offer equal opportunities to all learners.

To enrol, you must be 18 years old or over by the time you complete the course.

#### How the Course Works

The course is delivered by I-PATH, with training, mentoring, and support provided by our team.

Once you're registered, you'll submit your work digitally for assessment.

All assessments are carried out by RSL, the official awarding body.

You'll receive your own login and password to upload your work and view your results online.

#### Deadlines and Timeframe

Learners are expected to complete the qualification within one year of registering. If you need more time, you can request an extension by contacting I-PATH directly at [exams@i-path.org](mailto:exams@i-path.org)

### 4.2 Accessing data and information

As a learner, you'll be able to track your progress through your own personal online account. You'll get a secure login and password, which will take you to your learner page.

From there, you can:

- See which units you're registered for
- Check your results and achievements
- Monitor your progress at any time

Your account is private – only you can see your records. You won't be able to view anyone else's information, and they can't see yours.

### 4.3 What Skills and Knowledge You'll Need

The Level 4 Professional Teaching Diploma is set at the same level of challenge as the first year of a university degree. This means you'll need to show a solid understanding of teaching theory and practice, along with good communication and planning skills.

To succeed, you should make sure you have access to the right training, support, and learning opportunities to help you develop the skills and knowledge needed at this level.

We also recommend working with a mentor or trainer who can guide you through the process and give you chances to apply your learning in real teaching situations. This practical experience will help you feel more confident and prepared.

## 5. Further Information and Contact

### 5.1 Studying Outside the UK

The units in this course are written to reflect UK laws and regulations, especially around teaching and safeguarding.

If you're studying from outside the UK, you'll need to include information about the laws and regulations in your own country that relate to education or working with children and young people. You should also provide links to websites or official resources where this information can be found.

If you need help using a translator or interpreter, please email [exams@i-path.org](mailto:exams@i-path.org)

### 5.2 Complaints and appeals

All procedures related to complaints and appeals can be found on the I-PATH website [i-path.org](http://i-path.org)

### 5.3 Equal opportunities

I-PATH's Equal Opportunities policy can be found on the I-PATH website [i-path.org](http://i-path.org)

### 5.4 Contact for help and support

All email correspondence about this qualification should be directed to:  
[exams@i-path.org](mailto:exams@i-path.org)

## **Unit Specifications**

# Understanding Learning

## Unit Details

Unit code: PTD401

Level 4

TQT: 300

GLH: 20

## Unit Aim

The learning process is at the heart of teaching. It is vital that teachers understand how learning takes place and how pedagogical approaches can influence learning. Teaching in music and performing arts areas also brings its own set of influences in the motivation and engagement of learners. You may deliver to students from a wide range of backgrounds, age groups and levels of skill and ability. You need to be able to understand, promote and champion diversity, equality and inclusion both within your own teaching practice and more widely in music and performing arts. In this unit, you will understand how pedagogical approaches can be applied to your own teaching, how different learner groups develop and how this affects the selection of repertoire and teaching styles.

## Unit Content

This unit is about developing your knowledge, skills and understanding of pedagogical approaches to learning. You will also develop your understanding of inclusive practice and how to meet the needs to learners.

### Pedagogical Approaches

Pedagogy relates to the "how", or practice of educating. It concerns the interaction between teacher and learner, whilst recognising that how children learn and develop is not only subject to what is intended to be taught, but also how it is facilitated.

There are a wide range of pedagogical approaches, used both within the UK and internationally. Learners need to be able to consider the range of approaches commonly used in teaching music and performing arts and consider how these can be applied to your own practice.

Pedagogical approaches could include:

- Creative pedagogy
- Enquiry-based learning
- Reflective learning
- Collaborative learning
- Learning through play
- Learning through demonstration
- Effective communication

### Education in the Creative Arts

Understanding how learners engage in music and performing arts is important for teachers. The performing arts can often be used as a way of motivating and engaging those learners who find traditional educational approaches more challenging. Many learners are engaged by practical delivery and a sense of achievement through the development of technical, musical and performance skills.

Learners who enter graded examinations will also have to demonstrate self motivation and self-reliance as teachers will often have a limited amount of teaching time to deliver the skills, knowledge and understanding required.

### Cognitive Development

Teaching depends on the understanding of how children develop and how the stages of development that can influence teaching styles. Teachers of music and performing arts will often deliver lessons to a

# Understanding Learning

diverse range of learners, from the very young to the very old. A secure understanding of the needs of different age groups is therefore important.

## Selection of Repertoire

The selection of challenging yet appropriate repertoire will be largely dependent on learners' age groups, skill levels and individual needs.

You will need to be aware of the following considerations when selecting repertoire:

- Physical stamina and development
- Vocal/physical health
- Suitability of material for younger learners
- Complexity of material
- Cultural sensitivity and awareness
- Needs of individual learners

## Learning Outcomes

**Through completion of this unit, you will:**

1. Understand how different pedagogical approaches meet the needs of performing arts learners
2. Understand learner development and the selection of appropriate and relevant repertoire
3. Understand how to reflect on your own teaching practice

## Assessment Evidence

You should provide the following evidence for assessment:

A case study which includes:

- Analysis of **at least two** pedagogical approaches and how these relate to your own practice
- The needs of a particular group of learners in relation to their cognitive development – the group of learners
- should be drawn from your own experience
- Research into inclusive practice with a focus on the particular group of learners
- Understanding of relevant legislation
- How the needs of learners you teach influence the selection of repertoire
- A reflection on your own practice including what you have learned about your teaching style, your strengths and what you could improve on

Evidence may be presented as an essay, blog, vlog, podcast or filmed presentation. Total written evidence must not exceed 2000 words. Total audio/visual evidence must not exceed 14 minutes.

The required word count is for the main text of the written evidence only and does not include appendices and tables.

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## Marking schemes

1. Understand how different pedagogical approaches meet the needs of music and/or performing arts learners

Attainment Band	Distinction	Merit	Pass	Below Pass 1	Below Pass 2
Mark Range	18-20	15-17	12-14	6-11	0-5
<b>Understanding approaches</b>	You provided a comprehensive analysis of at least two pedagogical approaches and an insightful and perceptive explanation of how these relate to your own practice.	You provided a clear and detailed analysis of at least two pedagogical approaches and a detailed explanation of how these relate to your own practice, showing some insight and thought in your explanation.	You analysed at least two pedagogical approaches and explained how these relate to your own practice.	You provided limited and/or sometimes inaccurate analysis of at least two pedagogical approaches and explained how these relate to your own practice	No attempt or incomplete analysis of at least two pedagogical approaches and/or explanation of how these relate to your own practice.

2. Understand learner development and the selection of appropriate and relevant repertoire

Attainment Band	Distinction	Merit	Pass	Below Pass 1	Below Pass 2
Mark Range	18-20	15-17	12-14	6-11	0-5
<b>Understanding inclusive practice</b>	You showed a mature and perceptive understanding through your research into inclusive practice, making comprehensive connections with your own teaching practice. You showed detailed understanding of relevant legislation.	You showed a clear and detailed understanding through your research into inclusive practice, making clear connections with your own teaching practice. You showed clear understanding of relevant legislation.	You showed understanding through your research into inclusive practice and how this relates to your own teaching practice. You showed understanding of relevant legislation.	You showed limited and/or sometimes inaccurate understanding through your research into inclusive practice and how this relates to your own teaching practice. You showed limited and/or sometimes inaccurate understanding of relevant legislation	No attempt or incomplete demonstration of understanding through your research into inclusive practice and how this relates to your own teaching practice. No attempt or incomplete demonstration of understanding of relevant legislation.

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Attainment Band	Distinction	Merit	Pass	Below Pass 1	Below Pass 2
Mark Range	18-20	15-17	12-14	6-11	0-5
<b>Understanding learners</b>	You provided a comprehensive critical analysis of the needs of a particular group of learners and perceptively justified how their cognitive development influences teaching styles and repertoire selection.	You provided a clear and detailed critical analysis of the needs of a particular group of learners and showed clearly how their cognitive development influences teaching styles and repertoire selection.	You critically analysed the needs of a particular group of learners and how their cognitive development influences teaching styles and repertoire selection.	You provided limited and/or sometimes inaccurate critical analysis of the needs of a particular group of learners and how their cognitive development influences teaching styles and repertoire selection.	No attempt or incomplete critical analysis the needs of a particular group of learners and how their cognitive development influences teaching styles and repertoire selection.

## 3. Understand how to reflect on your own teaching practice

Attainment Band	Distinction	Merit	Pass	Below Pass 1	Below Pass 2
Mark Range	11-12	9-10	7-8	4-6	0-3
<b>Reflection</b>	You provided a comprehensive and insightful reflection on your teaching practice and the classes you have taught including strengths and areas for improvement. You discussed a wide range of specific elements of your teaching practice.	You provided a thoughtful and detailed reflection on your teaching practice and the classes you have taught, including strengths and areas for improvement. You discussed a range of specific elements of your teaching practice.	You reflected on your teaching practice and the classes you have taught, including strengths and areas for improvement. You discussed specific elements of your teaching practice.	You provided limited reflection on your teaching practice and the classes you have taught, including strengths and areas for improvement.	No attempt or incomplete reflection on your teaching practice and the classes you have taught, including strengths and areas for improvement.

# Safe Teaching

## Unit Details

Unit code: PTD402

Level 4

TQT: 200

GLH: 10

## Unit Aim

This unit provides you with an overview of the key areas of legislation and good practice that you will need to be aware of if you are teaching either privately or within educational institutions (schools, colleges etc). It is vital that you are aware of and comply with the requirements so that you may demonstrate your responsibilities and your duty of care for the well-being and safety of the students you teach.

**Please note that the only available grades for this unit are pass or below pass. You must achieve a pass for all three learning outcomes within this unit in order to pass the qualification.**

## Unit Content

Legislation applicable to teaching (in any setting) in your local area. For example, the Health and Safety Act 1974 if based in the UK.

### Health and Safety

You need to be aware of the requirements of the Health and Safety at Work Act 1974 and how this affects your own situation. This is particularly important if you teach in a range of settings or own your own premises. You will need to understand how to ensure that students are safe when you have responsibility for them and that you are aware of any potential risks to health and safety in the venue or premises you teach in.

You will also need to understand how public liability and/or professional indemnity insurance applies to your work as a teacher.

### Safeguarding and Child Protection

The NSPCC defines Safeguarding as 'the action that is taken to promote the welfare of children and protect them from harm'. Safeguarding can also be used more widely to include anyone who is at risk of abuse or neglect. For example, vulnerable adults or individuals with learning difficulties or disabilities.

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child. In tandem with safeguarding and child protection is also an awareness of the Equality Act 2010 and the rights of individuals to be treated fairly and equally.

As a teacher, you will need to be aware responsibilities in relation to safeguarding and child protection which includes:

- How to ensure that children and/or vulnerable adults are protected and safe when in your care
- How to report any suspected safeguarding and/or child protection concerns and to whom

Whilst it is not mandatory to have a check with the Disclosure and Barring Service (DBS), it is recommended that you understand what this is and what it means.

### Questions to ask yourself about safe practice

- How do you make sure that your teaching is inclusive? What are the challenges and issues to be addressed?
- How do you make sure that you are aware of health and safety requirements?



# Safe Teaching

- What sort of measures do you have in place for safeguarding/child protection?
- How do you make sure you are protecting children you are teaching?
- How do you make sure you are insured against any potential risks?

## Learning outcomes

**Through completion of this unit, you will:**

1. Assess and manage risk when teaching
2. Manage safe practice when teaching
3. Reflect on your own practice

## Assessment Evidence

You should provide:

A case study explaining how you manage safe practice when teaching including:

- How you assess key risks in a chosen area of teaching practice
- How you manage health and safety issues
- How you manage safeguarding and child protection
- How you reflect on your own safe teaching practice

Evidence may be presented as an essay, blog, vlog, podcast or filmed presentation. Total written evidence must not exceed 1500 words. Total audio/visual evidence must not exceed 10 minutes.

The required word count is for the main text of the written evidence only and does not include appendices and tables.

## Marking schemes

1. Assess and manage risk when teaching

Attainment Band	Pass	Below Pass
Assessing risk	You identified a range of relevant risks in a chosen area of teaching practice, assessed the level and impact of risks identified and identified a range of actions and mitigations for the risks identified.	Your identification of a range of relevant risks in a chosen area of teaching practice is either incomplete or the risks identified are not appropriate. You have not assessed the level and impact of risks identified and/or identified a range of actions and mitigations for the risks identified, or your assessment of the level and impact, and action and mitigations are not appropriate.

2. Manage safe practice when teaching

Attainment Band	Pass	Below Pass
Managing safe practice	You demonstrated that you take account of, and practice, effective safe teaching.	You have not demonstrated that you take account of, and practice, effective safe teaching.

# Safe Teaching

## 3. Reflect on your own practice

Attainment Band	Pass	Below Pass
Reflection	You explained how safe practice is managed in a chosen area of teaching practice and reflected upon the effectiveness of your own safe practice.	Your explanation of how safe practice is managed in a chosen area of teaching practice is limited and/or sometimes inaccurate. Your reflection on the effectiveness of your own safe practice is incomplete.

## Resources

There are a number of websites which give information about health and safety and responsibilities. Some useful sources include:

Health and Safety at Work Act <http://www.hse.gov.uk/legislation/hswa.htm>

Simply Business Public Liability Insurance <https://www.simplybusiness.co.uk/insurance/public-liability/#what-is-public-liability-insurance>

Websites relating to child protection and safeguarding:

Information on child protection <https://learning.nspcc.org.uk/child-protection-system>

Information on keeping children safe <https://www.nspcc.org.uk/keeping-children-safe/>

Information on how to identify and tackle bullying <http://www.anti-bullyingalliance.org.uk/>

Information about the Disclosure and Barring Service

<https://www.gov.uk/government/organisations/disclosure-and-barring-service/about>

Online courses in safeguarding and child protection [www.educare.co.uk/](http://www.educare.co.uk/)

# Planning, Facilitating and Evaluating Learning

## Unit Details

Unit code: PTD403

Level 4

TQT: 300

GLH: 20

## Unit Aim

The ability to plan and facilitate learning is at the core of good teaching practice. In the creative arts, teachers need to consider how to create inspiring and motivating lessons which will engage and encourage students. This unit will give you the opportunity to show how you plan and carry out lessons with your students and evaluate your teaching practice and the learning process.

## Unit Content

This unit is about developing your knowledge, skills and understanding of planning, facilitating and evaluating teaching and learning.

Evidence of planning, facilitating and evaluating learning should be drawn from your own teaching practice for individuals or groups working up to Level 3 (Grade 8/Intermediate).

### Planning Learning

Individuals and groups need a structured programme of learning to achieve their goals. Therefore, lesson planning is an important part of teaching practice. You need to be able to put together structured plans for teaching sessions and classes which show progression towards an identified goal. This is particularly important for teachers of graded examinations, where the abilities of individuals and groups of students will normally dictate the rate of progress, and some will progress faster than others.

There are a number of methods to use when planning learning:

**Schemes of work** – these can be useful tools to provide detail of the content and structure of a set of lessons which can identify content coverage and plan out the time required to reach the identified goal.

**Lesson plans** – for each individual lesson, a detailed plan can be helpful to ensure that the required content for that lesson is covered and that students are making progress with each lesson.

What to think about when planning learning:

- Initial assessment – where are the students in terms of their learning and achievement?
- What is the goal they are working towards – exam, performance, show, recital?
- What will need to be covered and in what order?
- Will you need to build in time to practice/refresh learning/prepare for the examination?
- If you have groups, do any students have particular needs?
- How can you bring in opportunities for creativity (e.g. improvisation and student-led activities)?

### Facilitating Learning

When facilitating learning, you need to be aware of:

- Motivating and encouraging students – what methods can you use to keep them motivated and engaged?
- Communication – what methods can you use to communicate effectively with individuals and groups?
- Demonstration – showing students the syllabus elements
- Using resources – using props or other resources to explain or demonstrate to students
- Feedback – how do you feed back to your students on their progress?

# Planning, Facilitating and Evaluating Learning

## Evaluating Learning

Reflection and evaluation of how students are learning and progressing are an essential part of monitoring schemes of work and lesson plans. This would include making appropriate changes to plans and lessons to ensure that students are progressing appropriately.

## Inclusive practice

Inclusivity is not just restricted to delivering lessons to students. It needs to be a key factor in the planning and evaluation of learning as well. Inclusive practice may take the following forms:

### Planning learning:

- Ensuring that goals for students are achievable
- Planning individual learning goals for students
- Carrying out formative assessment of students' skills and abilities
- Taking into account any disabilities or learning difficulties which may require different methods of delivery or teaching styles to be incorporated
- Ensuring appropriate choice of repertoire (e.g. age, cultural or religious background etc.)

### Delivering teaching sessions:

- Identifying any particular needs for students before a class
- Managing the teaching session so that everyone feels included
- Communicating clearly with everyone and ensuring that everyone has understood instructions
- Identifying any additional support needed during a class

### Evaluating learning:

- Identifying individual progress and needs for future sessions
- Evaluating lesson plans and identifying any changes needed
- Talking to students about their progress and getting feedback on their needs

## Learning outcomes

### Through completion of this unit, you will:

1. Plan lessons within a scheme of work
2. Demonstrate a range of teaching techniques
3. Evaluate teaching practice

## Assessment Evidence

You should submit:

An outline of the scheme of work for one individual or group of students

Lesson plans for five consecutive lessons within the scheme of work including identification of student needs and planning to address these needs

A video submission of one 20 minute lesson in action\*

An evaluation of the submitted lesson, which may include student feedback

Evaluation evidence and SoW/lesson plans may be presented as an essay, blog, vlog, podcast or filmed presentation. However, the planning evidence must be recognisable as a set of lesson plans and a SoW outline. Total written evidence must not exceed 1500 words. Total audio/visual evidence must not exceed 10 minutes.

The required word count is for the main text of the written evidence only, and does not include schemes of work, lesson plans, appendices and tables.

# Planning, Facilitating and Evaluating Learning

\*The video submission should be taken from one of the five planned lessons. **A leeway of 20% below 20 minutes is permitted.** If a longer lesson is submitted, candidates must state which 20 minutes the examiner should assess. This section must be continuous. If this information is not provided, the examiner will only assess the first 20 minutes of the video evidence. Video submissions lasting less than 16 minutes will be capped at Below Pass 2 for all elements of Learning Outcome 2.

## Marking schemes

1. Understand your learners and how their development influences your teaching and choice of material.

Attainment Band	Distinction	Merit	Pass	Below Pass 1	Below Pass 2
Mark Range	18-20	15-17	12-14	6-11	0-5
<b>Planning</b>	You produced a well structured and well thought through outline for a scheme of work, and a comprehensive plan of five sessions for a chosen group or individual student.	You produced a clear and structured outline for a scheme of work and provided a detailed plan of five lessons for a chosen group or individual student.	You outlined a scheme of work and planned five lessons for a chosen group or individual student.	Your scheme of work and five lesson plans were limited.	No attempt or incomplete planning.

2. Demonstrate a range of teaching techniques

Attainment Band	Distinction	Merit	Pass	Below Pass 1	Below Pass 2
Mark Range	18-20	15-17	12-14	6-11	0-5
<b>Teaching Techniques</b>	Overall, your management of the class was excellent and demonstrated selection of teaching techniques that showed perceptive understanding of the needs and level of the class.	Overall, your management of the class was good and demonstrated selection of teaching techniques that showed understanding of the needs and level of the class.	Overall, your management of the class was satisfactory and demonstrated selection of relevant teaching techniques.	Your management of the class was inconsistent and selection of teaching techniques was limited and/or sometimes inappropriate.	No attempt or no teaching techniques evident.

# Planning, Facilitating and Evaluating Learning

Attainment Band	Distinction	Merit	Pass	Below Pass 1	Below Pass 2
Mark Range	11-12	9-10	7-8	4-6	0-3
<b>Communication</b>	You maintained an excellent level of communication with the students meaning a consistent and excellent level of engagement and motivation was shown throughout the class.	Overall a very good level of communication was maintained with the students meaning a very good level of engagement and motivation was shown throughout the class.	Overall a good level of communication was maintained with the students meaning a good level of engagement and motivation was shown throughout the class.	Your communication was inconsistent and/or sometimes inappropriate meaning limited engagement and motivation was shown throughout the class.	No attempt or poor communication demonstrated.

## 3. Evaluate teaching practice

Attainment Band	Distinction	Merit	Pass	Below Pass 1	Below Pass 2
Mark Range	11-12	9-10	7-8	4-6	0-3
<b>Evaluation</b>	You evaluated your teaching practice, showing perceptive and comprehensive understanding of your teaching ability and learning, including consideration of student feedback. You discussed a wide range of specific elements of your teaching practice.	You evaluated your teaching practice, giving thoughtful insight into your progress and the ability to adopt good practice into your own teaching. You discussed a range of specific elements of your teaching practice.	You evaluated your teaching practice. You discussed specific elements of your teaching practice.	Your evaluation of your teaching was limited.	No attempt or incomplete evaluation.

# Assessment

## Unit Details

Unit code: PTD404

Level 4

TQT: 200

GLH: 10

## Unit Aim

In this unit you will develop an understanding of the principles of formative and summative assessment, and the ability to identify student needs, track progress, make clear and robust assessment decisions and give appropriate and constructive feedback to your students.

## Unit Content

### Principles of Assessment

Assessment can be defined as a process of making judgments of learners' knowledge, skills and competence against set criteria. There are two key forms of assessment, formative and summative.

**Formative assessment** is about measuring the progress of students through a course of study by providing ongoing feedback to improve performance.

**Summative assessment** is about measuring achievement and outcomes at the end of a course of study.

The principles of assessment include:

- The ability to make valid and reliable judgements (i.e. that you are assessing the right things and that you can make repeatable judgements in the same way)
- The kinds of evidence to take into account when making assessment decisions
- How evidence can be authentic (i.e. the student's own work), sufficient (detailed and clear enough to meet the criterion) and current (up to date)
- The importance of objectivity and fairness to students in making assessment decisions
- The importance of transparency for the students both in the decision made and the feedback given

### Types of Assessment and Evidence

These could include:

- Discussion with the student
- Observation of performance
- Written evidence from the student
- Written test

### Carrying Out Assessment Activities

- In carrying out formative or summative assessments you will need to be able to:
  - Prepare for assessment including:
    - Identifying student needs
    - Choosing the appropriate method of assessment
    - Communicating the requirements to the student(s)
- Carry out the assessment including:
  - Conducting the assessment
  - Making assessment decisions
  - Comparing the assessment with the standards or progress measures you are using
  - Recording the assessment decisions
  - Feeding back to students

# Assessment

## Learning outcomes

Through completion of this unit, you will:

1. Plan and carry out assessment activities

## Assessment Evidence

You will need to submit:

A case study of either formative or summative assessment that you have carried out. This should include:

- **How you planned the assessment activity** – formative or summative, what type of assessment and the methodology you chose
- **How you carried out the assessment** – what preparations and resources you needed to have in place, how you conducted the assessment and how you managed the process
- **How you gave feedback to the student(s)** – what format you chose, how you delivered the feedback (formal or informal, verbal or non-verbal), how it was received and how you delivered constructive feedback which gave information about both strengths and areas for improvement or achievement based on the standards
- **An evaluation of your assessment practice** – identifying your strengths and areas for improvement, how you managed the assessment process, any learning and development needed for the future

Evidence may be presented as an essay, blog, vlog, podcast or filmed presentation. Total written evidence must not exceed 1500 words. Total audio/visual evidence must not exceed 10 minutes.

The required word count is for the main text of the written evidence only and does not include appendices and tables.

## Marking schemes

1. Plan and carry out assessment activities

Attainment Band	Distinction	Merit	Pass	Below Pass 1	Below Pass 2
Mark Range	18-20	15-17	12-14	6-11	0-5
Planning	You demonstrated comprehensive planning of the assessment activity, giving relevant and highly detailed information about the type and nature of the activity and why you chose the methodology.	You demonstrated clear and accurate planning of the assessment activity, giving clear and relevant detail about the type and nature of the activity and why you chose the methodology.	You demonstrated appropriate planning of the assessment activity, giving detail about the type and nature of the activity and why you chose the methodology.	Your planning of the assessment activity was limited and/or sometimes inappropriate.	No attempt or incomplete planning.



# Assessment

Attainment Band	Distinction	Merit	Pass	Below Pass 1	Below Pass 2
Mark Range	18-20	15-17	12-14	6-11	0-5
<b>Assessment</b>	You gave a comprehensive explanation about how you carried out the assessment and managed the assessment process. You gave constructive and relevant feedback to student(s) that not only reflected on student work but also provided information about how students improve	You gave a clear and detailed explanation about how you carried out the assessment and managed the assessment process. You gave constructive and relevant feedback to student(s) and delivered this in an appropriate way.	You explained how you carried out the assessment and managed the assessment process. You gave relevant feedback to student(s).	Your explanation and feedback was limited and/or sometimes inappropriate.	No attempt or incomplete explanation and feedback.

Attainment Band	Distinction	Merit	Pass	Below Pass 1	Below Pass 2
Mark Range	11-12	9-10	7-8	4-6	0-3
<b>Evaluation</b>	You evaluated your assessment practice, giving a comprehensive and perceptive identification of your strengths and areas for improvement and the way in which you managed the assessment process.	You evaluated your assessment practice, giving a clear and thoughtful identification of your strengths and areas for improvement and the way in which you managed the assessment process.	You evaluated your assessment practice, identifying relevant strengths and areas for improvement and the way in which you managed the assessment process.	Your evaluation was limited.	No attempt or incomplete evaluation.

# Bolt-On's

## Unit Details

As part of the I-PATH Level 4 Professional Teaching Diploma, learners can choose to add bolt-on units if they wish to specialise in one or more I-PATH Graded Syllabuses. These are optional but highly recommended for those who want to deepen their expertise in a specific subject.

## Unit Aim

The aim of each bolt-on unit is to give teachers an in-depth understanding of a specific I-PATH syllabus and how to effectively deliver it across various grade levels.

## Subjects Bolt-On's Available

- AcroDance
- Acting
- Ballroom and Latin
- Broadway Dance
- Classical Ballet
- Commercial Dance
- Contemporary Dance
- Jazz Dance
- Lyrical Dance
- Musical Theatre
- SEND (Special Educational Needs and Disabilities)
- Singing
- Street Dance
- Tap Dance (Rhythm)
- Tap Dance (Theatre)

## Unit Content

Each bolt-on is delivered through **4 live or recorded webinars**, split by syllabus level:

1. **Entry Level Grades** – Premiere and Debut Grades
2. **Level 1 Grades** – Grades 1 to 3
3. **Level 2 Grades** – Grades 4 to 5
4. **Level 3 Grades** – Grades 6 to 8

In these webinars, you'll study the structure of each grade, how to teach syllabus content effectively, and how to support student progression through the levels.

## Learning Outcomes (Generic Across All Bolt-Ons)

By the end of the bolt-on unit, you will be able to:

- Demonstrate a clear understanding of the I-PATH graded syllabus in your chosen discipline
- Plan and deliver effective lessons at multiple grade levels
- Adapt your teaching approach to meet the needs of different learners
- Reflect on your delivery and make improvements based on feedback

# Bolt-On's

## Assessment Evidence

To complete the bolt-on, you'll need to submit:

- A short video demonstrating you teaching a selected grade from your chosen syllabus
- A written lesson plan showing how you structured the session
- A discussion with an I-PATH examiner (via Zoom or similar) to reflect on your approach and understanding of the syllabus

## Marking Scheme

Attainment Band	Distinction	Merit	Pass	Below Pass 1	Below Pass 2
Mark Range	11-12	9-10	7-8	4-6	0-3
Evaluation	Outstanding understanding and delivery of the syllabus, excellent lesson planning, and thoughtful self-reflection.	Strong understanding with clear teaching techniques and good insight into your own practice.	Sufficient understanding and delivery of syllabus content, with a basic lesson plan and adequate reflection.	Limited evidence of understanding; revision and resubmission required.	Insufficient evidence or lack of understanding; revision and resubmission required.

## Additional Information

Learners who complete a bolt-on will receive an additional I-PATH certificate in that discipline, confirming their specialism and teaching ability in that area.

# The Course Leader



**Sarah Jessup** is the Course Lead and Managing Director of I-PATH, bringing together her deep roots in dance and theatre with a strong background in education leadership, operations, and international qualifications.

A former professional dancer, Sarah now works across training delivery, global exam management, and teacher development – championing inclusive, high-quality performing arts education.

Holding a BA (Hons) in Childhood and Youth Studies, Sarah places the individual at the centre of everything she does. She is passionate about creating learning environments where all learners can thrive, regardless of their background, life experience, or personal challenges. Her belief that “one size does not fit all” drives her commitment to equity, wellbeing, and trauma-informed practice.

Alongside her teaching and management work, she also organises competitions and festivals, and continues to support schools and organisations in producing performances, developing systems, and delivering impactful training.

# Course Contributors



## Dr Adam Tate

- PhD Education, Oxford Brookes University (2018–Present)
- PGCE Secondary, University of Roehampton (2016–2017)
- MSc Nature, Society & Environmental Policy, University of Oxford (2014–2015)
- BSc Geography, Aberystwyth University (2010–2014)
- Senior Lecturer in Academic Practice, Nottingham Trent University; co-leads Level 7 Academic Professional Apprenticeship / Postgraduate Certificate of Learning & Teaching
- Associate Guest Lecturer, Oxford Brookes University
- Former Geography Teacher, City of London Academy



## Chris Huntley

- Chris, an acclaimed Trinity Laban Conservatoire alum, internationally recognised for his piano and singing expertise.
- His versatility covers opera, musical theatre, classical, and contemporary music.
- Vocal coach for 'Hamilton' and 'Six' choreographers.
- Achievements include Associate Musical Director for "Three Sides The Musical" and roles in productions at the Thailand Cultural Centre and international tours.
- Directed international productions, including Madame Butterfly and La Boheme, and worked on P&O Cruises.
- Educator at leading London performing arts institutions.
- Musical director for The Place choir and the Claremont Project Gospel Choir.
- Chris's has taught both Hollywood actors and West End stars.



## David Stinson FRSA

- Began his training at De Montfort University in Dance & Drama and holds a Trinity Diploma in Musical Theatre (Level 6).
- Professional singer and dancer globally, including the West End.
- Founder of the David Stinson Theatre School, SE London.
- CEO & Founder of International Performing Arts & Theatre.
- Former primary school teacher and school business manager.
- Recognised for transforming primary schools through leadership and educational expertise working with DfE.
- Fellow of the Royal Society of Arts and member of the UN's International Dance Council.
- Consulted for University of Cambridge and University Centre Weston



## Jenny Luu

- Trained at the Ho Chi Minh Vocational Ballet School
- Awarded a 5-year full scholarship to study Classical Ballet Pedagogy at GITIS – RATI, Moscow
- Completed a Master's Degree in 2008
- First teacher in Vietnam to earn ISTD qualifications in Imperial Classical Ballet and Modern Jazz
- Over 25 years' experience in professional dance training and teaching
- Artistic Director and Vietnam Director for I-PATH, delivering accredited programmes and global opportunities

# Course Contributors



## Melita Lennox

- Trained in Classical Ballet and other dance disciplines at Urdang Academy and then full-time at Elmhurst Ballet School.
- Fellow of the IDTA (International Dance Teachers Association).
- Diploma in Performing Arts Pedagogy & Principles (Level 4).
- Created the I-PATH Ballet, I-PATH Jazz Dance, and I-PATH Broadway Dance programmes of studies.
- Chief Artistic Director at I-PATH.
- Owner of Greece's leading dance and performing arts academy.



## Rick Tjia

- Trained in multiple dance forms including Acting, Classical Ballet, Jazz, Modern, Contemporary, Hip Hop, and Tango.
- Served as principal dancer with La La La Human Steps, touring over 25 countries and 100 cities.
- Joined Cirque du Soleil Casting Team in 2004 as an Artistic Talent Scout, evaluating talent and casting for shows over 16 years.
- Choreographed for Utah Ballet, Dance Alive! National Ballet, and Cirque du Soleil's 'Volta'.
- Performed with Ballet Austin, Sacramento Ballet, Boston Ballet, and more; collaborated with notable choreographers.



## Rosalina Ooi

- Holds a degree from the Royal Academy of Dance.
- Post-graduate degree from Durham University.
- MBA from Imperial College London.
- Level 4 Diploma in Performing Arts Pedagogy & Principles from I-PATH.
- Renowned for leadership by example and dedication to mentoring and nurturing talent within the education sector.
- Served as a Representative & Examiner for the Royal Academy of Dance in Malaysia.
- Currently the Global Director of I-PATH across Singapore, Indonesia, Malaysia, Philippines, and Thailand.
- Works closely with the Malaysian Government in advocating the importance of performing arts, with support from her husband - former MP and Party Chairman.



## Sylvia Lane

- Former Assistant Dean & HE Section Leader Performance at University Centre Weston.
- PhD Education, Bath Spa University (2019-Present)
- Graduate diploma from London Studio Centre; PGCE and MA in Professional Practice in Higher Education from Bath Spa University.
- Fellow of the Higher Education Academy.
- Skilled singing/voice coach; teaches ballet, jazz, fitness, and theatrical movement.
- Began career at Munich National Opera; notable roles in "Spirit of the Dance", "A Chorus Line", "Chicago", and appearances on cruise ships and TV38 internationally.

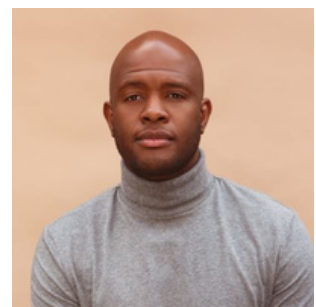
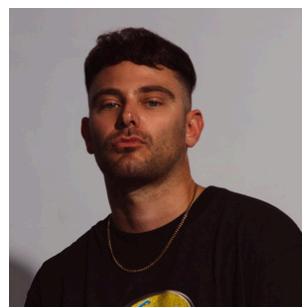
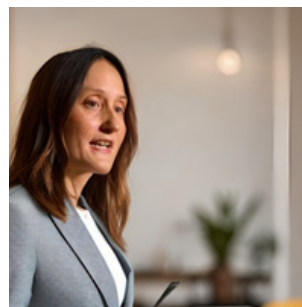
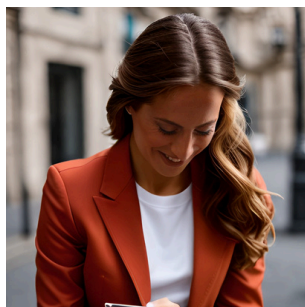
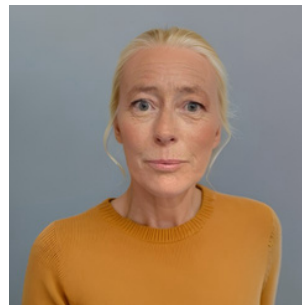
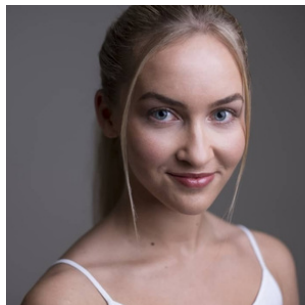


# Artistic Directors

## Learn from the Best in the Industry

At I-PATH, we're proud that our syllabuses, training programmes, and departments are developed and led by some of the most respected professionals in the performing arts world. Our leadership team includes experts from internationally renowned institutions such as Elmhurst Ballet School, Cirque du Soleil, Flawless Dance Company, Guildhall School of Music & Drama, the University of Oxford, Mountview, Italia Conti, ArtsEd, and Urdang Academy.

Our Artistic Directors - leading specialists in dance, acting, and singing - play an active role throughout the Teaching Diploma course, particularly in the delivery of our bolt-on units, where they share their real-world knowledge, performance experience, and industry insight to enrich your learning.



## Thank you for choosing I-PATH

Thank you for choosing I-PATH, a global leader in performing arts education and training.

I-PATH has set the benchmark for high-quality, internationally recognised graded examinations in the performing arts. Our reputation is built on the strength of our expert leadership team, world-class artistic directors, and a dedicated network of member teachers and students. Together, we continue to shape and elevate performing arts education across the world.

thank you





**[www.i-path.org](http://www.i-path.org)**

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